

IMPLEMENTATION OF BLENDED LEARNING IN HIGHER EDUCATION INSTITUTIONS IN WEST BENGAL (ENHANCING CAPACITY OF HIGHER EDUCATION TEACHERS)

Developed by:

Shri Purandar Sengupta [Master Trainer & Instructional Designer]

Dr. Shaunak Roy [Assistant Professor, St. Xavier's College (Autonomous), Kolkata]

MARCH 25-27, 2022

NSOU HEADQUARTERS, SALT LAKE, WEST BENGAL

INTRODUCTORY REFLECTIONS

Education is now more accessible than ever before thanks to technological advancements. The year 2020 serves as a clear illustration of how education has undergone a revolution of its own in recent years. Disruptions to formal education and teaching in more than 190 countries affected approximately 1.5 billion students at one time. According to an UNESCO report, over 320 million students in India have been affected.

Blended learning happens to be a combination of e-learning and traditional learning that is becoming increasingly popular in educational institutions. With this method, students' learning styles and preferences can be accommodated. Students benefit from blended learning because it combines online and face-to-face study to help them stay motivated and interested. Different models of blended learning have been tested by educators all over the world:

- ✧ **Online:** Instruction is delivered via an online platform, with face-to-face encounters occurring on a regular basis.
- ✧ **Rotation:** Students move between self-paced online learning and face-to-face instruction in an alternating pattern. Fixed yet ad hoc schedules are in place.
- ✧ **Flex:** Teachers provide small-group support as needed while most instruction is given online.
- ✧ **Personalized Blend:** Teachers create face-to-face and virtual learning alternatives that may be accessed from anywhere at any time. When it comes to a person's education, time is always a variable.
- ✧ **Online Laboratory:** A brick-and-mortar lab serves as the setting for online training. Onsite paraprofessionals monitor an online educator who delivers the course.
- ✧ **Self-blend:** Student self-blending occurs when they take online courses to round out the curriculum at their traditional schools.
- ✧ **Face-to-Face Interaction:** Technology is used to supplement face-to-face learning in the classroom or computer laboratory.

With a Learning Management System, provided by blended learning solutions, teachers have access to an extensive library of print and online resources that allow them to collaborate with students in order to create a more dynamic experience. The concept of inter-disciplinary teaching and flipped learning approaches can also be achieved through a blended approach to learning and teaching. The National Education Policy, 2020 stresses the incorporation of technology into the learning methodology in order to give a more holistic experience for both teachers and students. Some of the considerations for introducing Blended Learning may be noted as follows:

- ✧ There are various advantages to a mixed learning system over a traditional one, and this makes it a popular choice.
- ✧ All course materials are available immediately, so students don't have to waste time waiting for them to arrive in the mail. Students are free to work at their own pace and obtain a complete understanding of each subject matter by completing this task.
- ✧ Blended classrooms allow the teacher to give individual attention to each student, making it possible for everyone to learn at their own pace. So that teachers can stay on top of the many inquiries and issues that arise in the classroom.
- ✧ Involvement in group discussions and collaboration with classmates is one of the numerous advantages of blended learning. One shall have the opportunity to collaborate with other students, receive comments, and gain a new perspective on the study process. It is a tremendous benefit of blended learning, as it is cost-effective for students.
- ✧ Using technology to learn on our own makes one more self-reliant, which improves productivity. Students are free to use study materials several times to build upon their knowledge while they are being mentored by the teacher.

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- ✧ With blended learning, students can study at their own pace and still participate in in-class discussions. As a result, everyone can benefit from this method of learning.

There are many ways to teach a subject to a wide range of students regardless of their age and these methods should be adapted to reflect this fact. Teaching, information retention, student involvement, sense of ownership, and enjoyment will all benefit from the increased use of technology in the classroom. This means that blended learning is more vital than it has ever been, no matter where one is in the world: from schools to corporations to individuals from all walks of life.

TITLE OF THE WORKSHOP

ENHANCING CAPACITY OF HIGHER EDUCATION TEACHERS

TARGET GROUP

Higher Education Teachers associated with NETAJI SUBHAS OPEN UNIVERSITY (NSOU)

PROGRAM DURATION

Three Days viz. March 25, 26 & 27, 2022

PROGRAM OBJECTIVES

- *To make the Higher Education Teachers cognizant with the utilitarian features of different outcome-focused models of Blended Learning*
- *To make the Higher Education Teachers apprised with relevant ICT Tools that can be applied by them for inducing collaborative learning, for enriching the cognitive acumen of the students and for facilitating the learners in deciphering complex thematic components*
- *To make the Higher Education Teachers equipped with the techniques of applying effective digital tools that can be supportive to interactive teaching -learning method.*
- *To make the Higher Education Teachers enlightened with the globally reputed learning theories and instructional models that are highly conducive in teaching the adult learners.*
- *To enable the Higher Education Teachers in achieving conceptual clarity and operational dexterity regarding the concept and process of Facilitation*
- *To make the Higher Education Teachers enlightened with the participatory and inductive learning methods that are covered by Facilitation*
- *To make the Higher Education Teachers abreast with diversified strategic interventions that are applied while facilitating the adult-learners*
- *To facilitate the Higher education teachers in understanding, applying and analyzing the multi-faceted role of Facilitation in Competency Development*

MODE OF LEARNING

BLENDED LEARNING (comprising Asynchronous Learning and three days of Synchronous Learning)

TOPICS COVERED

- Models of Blended Learning
- Practical ICT Tools that are instrumental for fostering cognitive competencies
- Learning Theories & Instructional Models
 - Andragogy by Malcolm Knowles
 - Facilitative Learning Model by Carl Rogers
 - Collaborative Learning Model by May & Doob
 - Problem Based Learning Model Howard Burrows
 - Discovery Learning Model by Jerome Bruner
 - Robert Gagne's Nine Instructions
 - ARCS Model by John Keller
 - Experiential Learning Model by David Kolb
 - Cognitive Taxonomy by Benjamin Bloom
 - Diversified Learning Styles by Honey and Mumford
 - Elaboration Theory by Charles Reigeluth
 - Cognitive Load by John Sweller
 - Success Approximation Model by Michael Allen
- Participatory & Inductive Methods deployed in Facilitation
 - Scripted Role Play
 - Situation Driven Role Enactment
 - Situation Analysis, Planning & Problem Solving
 - Learning Games
 - Case Analysis & Logical Deduction
 - Brainstorming
- Strategic Interventions that are deployed in Facilitation
 - Mind Mapping
 - Design Thinking
 - Appreciative Inquiry
 - Positive Reinforcement
 - Behavioral Modeling
 - Scaffolding
 - Motivational Story Framing
 - Probing & Probing induced Metacognition
 - Paraphrasing
 - Parenthesis

METHODOLOGY

- Lecture

- PPT Slide Presentation
- Situation Driven Role Enactment
- Situational Analysis, Planning & Problem Solving
- Story Framing & Story Sharing
- Focused Discussion
- Creative & Analytical Exercises
- Probing & Brainstorming
- Quality Circles
- Participatory Planning
- Fish Bowl Exercise
- Human Process Laboratory (Miniature Version)
- Design Thinking

Special Remarks: If we execute a comparative analysis between the methodology adopted in the previous workshop held at Kalyani Campus of NSOU and the methodology adopted in the present workshop that has been organized at the Salt Lake Head Quarter of NSOU, then it will clearly evident that in the present workshop held at Salt Lake headquarters of NSOU, we have added five new methodologies viz. **Quality Circles, Fish Bowl Exercise, Design Thinking, Participatory Planning & the micro-version of Human Process Laboratory.**

PROCEEDINGS OF DAY 1 (MARCH 25, 2022)

INAUGURAL CEREMONY:

The program was inaugurated on 25th March 2022. Welcome address was delivered by Professor (Dr.) Anirban Ghosh, Project director and the Director of Center of Internal Quality Assurance. He extended heartiest welcome to the participants for ensuring their presence in the workshop. He explained the logical rationale of the workshop and portrayed the philosophy of NSOU in reaching out to the unreached populace of the society



by judicious application of different mechanisms He conveyed thanks and gratitude to CEMCA for the continual support extended towards the different educational projects of NSOU.

The Presidential Address was delivered by Hon'ble Prof. Dr. Subha Sankar Sarkar, the Vice Chancellor of NSOU. Through his eloquent speech he portrayed the vision of NSOU. He placed emphasis upon inclusive education covering people from every stratum of

the society. He attached importance to the principles and practice of Lifelong Learning, highlighting its beneficial significance. He also illustrated the cause-effect relationship between Education and Sustainable Development, referring to the Sustainable development Goals charted out by UNDP.

The Director of Study Center NSOU, Dr. Asit Baran Aich, placed emphasis upon the instrument role played by the Study Centers in the growth of NSOU. He clarified how the Study centers have bridged the gap between NSOU and the learners aspiring for open and distance education. He also highlighted the paradigm of Blended learning in the existing educational context drawing the reference UGC's concept note on Blended Learning

The Registrar of the University C.A Kishore Sengupta portrayed the path of progression of NSOU since inception. He illustrated the gradual growth and progression of NSOU in a picturesque pattern

The vote of thanks was delivered by Prof (Dr.) Ritu Mathur Mitra, Head of the Department of History and Project Associate.

Prof. (Dr.) Papiya Upadhay, Assistant Professor of the School of Education and Project Associate orchestrated the entire inaugural ceremony with seamless precision.



Activities orchestrated by Mr. Purandar Sengupta:

<p>Exercise 1</p>	<p>At first, Mr. Purandar Sengupta enumerated and explained the different requisite psychosocial competencies for conducting Facilitation. He explained the cause-effect relationship between competency and performance. He clarified how each of the psychosocial competencies can exert positive influence upon the performance of a Facilitator.</p> <p>Then, Mr. Purandar Sengupta divided the participants into different groups. Then he administered the micro-version of Human Process Laboratory for each group. He asked the participants/members of each group, to communicate with each other explicitly with optimum transparency and candor. He encouraged the group members to map the psychosocial competencies</p> <p>He asked the members of each group to identify the strongest psychosocial competency of each member of the</p>	
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group and get it properly documented. The process continued with tremendous enthusiasm and hilarity. Within a timeframe of twenty minutes, the group members of each group could identify the strongest competency of each member of the group.

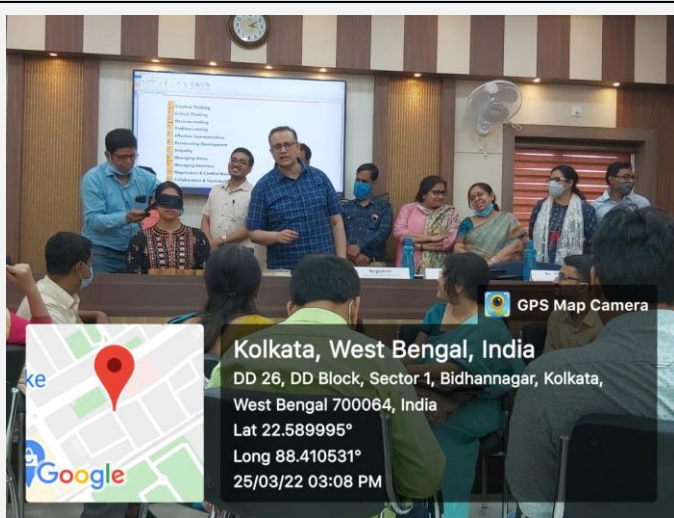
After the completion of the allotted task, Mr. Purandar Sengupta asked the members of each group to nominate a spokesperson for the group. Then he asked the nominated spokesperson of each group to enumerate the strongest /most intense psychosocial competency of each member of that specific group.

This activity was instrumental in building up solidarity among the group members. It also induced collaborative thinking and collaborative action to achieve a common goal.

Exercise 2

Then Mr. Purandar Sengupta orchestrated **Fish Bowl Exercise**.

He asked each group to build up a tower with wooden blocks. The main executive for this activity was blindfolded and his/her functional hand was blocked. He was asked by the Facilitator to build up the tower with his/her wrong hand and with a blindfolded status. The other members of the group were asked to facilitate the blindfolded member in building up the tower. The other groups were asked to evaluate the facilitation style of the working group.



In this way the members of each group facilitated the blindfolded member of that specific group to achieve the common target. The other groups evaluated the facilitation style of the working group.



After the completion of the activity of each group, the Facilitator asked the participants to draw inference of the entire activity. Most of the participants inferred that this exercise has induced collaborative learning, experiential learning and joyful learning.

Some of the participants also inferred the significance of psychosocial competencies for

conducting effective result-oriented Facilitation.

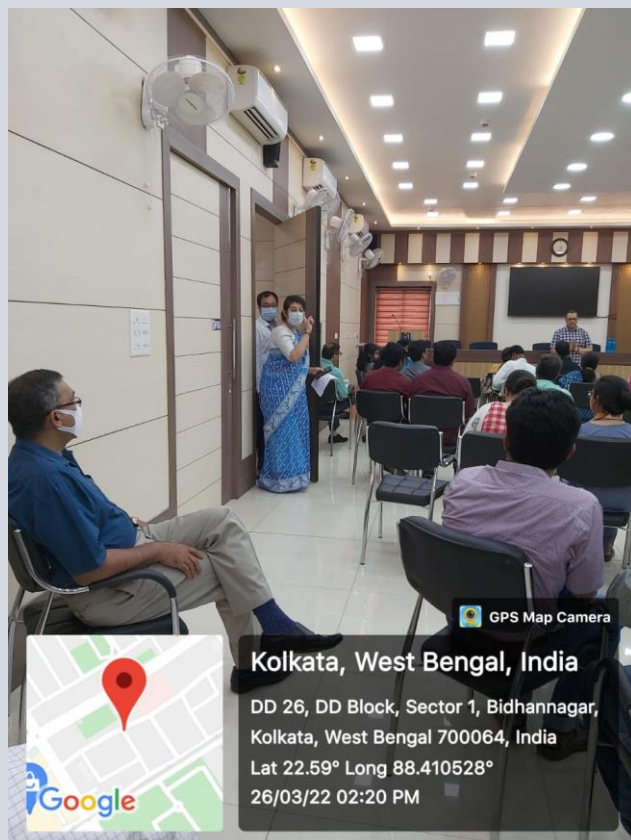
Exercise 3

Finally, Mr. Purandar demonstrated how **Quality Circle** can encourage collaborative learning

He selected one group for demonstrating the role of Quality Circle in fostering collaborative learning

He asked one member of the selected group to act as the Proposer and present a learning method that is highly effective in the asynchronous period of blended learning. Accordingly, one member functioned as the Proposer and presented a learning method which she considers to be effective for the asynchronous period of blended learning.

Then the Facilitator Mr. Purandar Sengupta asked the other seven members of the group to add value to the learning methods suggested by the Proposer of the group. Accordingly, each of the other seven members of the group added value to the suggested learning method of the Proposer. Thus, seven value-added learning methods were generated.



Then the facilitator asked the group members to find out the common features as well as the uncommon features of the seven value-added methods. Finally, the Facilitator guided the Proposer and the other seven members of the group to integrate all the value-added methods and form a single composite Learning Method

Thus, the group members initially functioned individually but finally functioned in a collaborative pattern to achieve the common goal of developing an integrated Learning Method which highly instrumental for the asynchronous period of Blended Learning

After the completion of the exercise, the group members opined that it was a joyful task to collaborate with each other and frame a combined learning method which is of

instrumental importance in the asynchronous period of Blended Learning.

Thus, the significance of Social Interaction, Collaborative Learning and Collaborative Action Planning got well established through the implementation of the strength focused intervention — **Quality Circle**


In this context. Mr. Purandar Sengupta drew the reference of the theory of Social Constructivism by Lev Vygotsky and established its relevance in Collaborative learning.

PROCEEDINGS OF DAY 2 (MARCH 26, 2022)

Activities executed by Prof. (Dr.) Shaunak Roy (in the pre-lunch session)

<p>Exposition to the Concept of Divergent & Convergent Thinking through the use of Mind-Maps</p>	<p>The session commenced with a brief deliberation on the importance of convergent and divergent thinking. The participants conferred that with convergent thinking, one typically looks for a solution that is clear and concise. Divergent thinking is the reverse of convergent thinking, and it requires greater</p>
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	<p>innovation. This premise was used to establish the foundation of mind-mapping and concept mapping in the context of blended learning. Mind mapping is used globally as a powerful technique for creative problem solving, and the participants reflected that majority of them have used it in some capacity, whether consciously or subconsciously. Many people have used mind maps in institutions of learning or work to organize their thoughts for a presentation, build an essay or report, set up a meeting, or prepare for an important exam, whether they termed them as “brainstorms” or “spider diagrams.”</p>  <p>Participants were asked about the various considerations they would have before purchasing a smartphone. Various responses such as “Battery,” “Brand Name,” “Availability” among other relevant drivers were communicated by the participants. The responses were entered on an open-source platform called “FreeMind” wherein the mind-map was reflected. The participants were then explicated how the activity witnessed the congruence of both convergent and divergent thinking.</p>
<p>Creation and Discussion Mind-Maps using Padlet</p>	<p>Following the introductory session that focused on introducing the concept of mind maps (and its corresponding divergences and similarities with concept maps), participants were oriented towards the use of Padlet, a tool that helps develop mind-maps virtually. At the most fundamental level of understanding, Padlet is a digital tool that can assist instructors and students in the classroom and beyond by providing a central location for a message board in one location. The digital notice board is capable of displaying photographs, links, videos, and documents, all of which are gathered on a "wall" that may be made public or private depending on your preferences. It happens to be a very effective tool in stimulating real-time discussions and establishing congruency of thoughts in the blended learning context.</p> <p>The rudiments of Padlet creation and its essential features were first explained to the participants, in detail. An attempt was made to have the entire session using a hands-on approach. Participants were asked to carry their laptops or their mobile devices. They were instructed about the installation procedures and subsequently the process of creating a basic Padlet account.</p> <p>The same example of “Factors to consider when Purchasing a Smartphone” was demonstrated using Padlet. The restriction and share settings were explained to the participants, who shared their opinions virtually using the platform. The hands-on activity witnessed immense participation and response from the</p>

	participants who were engaged in the development and creation of a mind-map on the virtual space.
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Activities executed by Mr. Purandar Sengupta (in the post lunch session)

Demonstration based Exercises	<p>Mr. Purandar Sengupta explained the different tools and techniques of Facilitation.</p> <p>Then he encouraged some of the participants to demonstrate the following interventions through role plays</p> <ul style="list-style-type: none"> <input type="radio"/> Inquiry based Learning <input type="radio"/> Probing & Probing induced Metacognition <input type="radio"/> Problem Based Learning <input type="radio"/> Paraphrasing
Creative Exercise	<p>Mr. Purandar Sengupta enlightened the participants regarding the subtleties of Case & Success Stories as Participatory Training Methods and specified their role in motivating the adult learners</p> <p>Then Mr. Purandar Sengupta explained Design Thinking as a strategic intervention for empathizing the need & problems of the learners and designing strategic interventions for satisfying need and solving problems</p> <p>After that Mr. Purandar Sengupta encouraged the participants of each group to frame a Success Story encapsulating two fundamental elements</p> <ul style="list-style-type: none"> <input type="radio"/> Problem Solving through Design Thinking <input type="radio"/> Goal Achievement <p>After the completion of the Story-Framing, the Facilitator Mr. Purandar Sengupta asked the members of each group to narrate the Success Story framed by them in a collaborative pattern, highlighting the Design thinking strategy for problem -solving and goal-achievement.</p>

PROCEEDINGS OF DAY 3 (MARCH 27, 2022)

Activities executed by Mr. Purandar Sengupta

Demonstrative Exercise through Role Plays	<p>Mr. Purandar Sengupta explained the essence of Appreciative Inquiry, Positive Reinforcement & Behavioral Modelling and their significance in facilitating the adult learners</p> <p>Subsequently he encouraged some of the participants to demonstrate Appreciative Inquiry, Scaffolding, Positive Reinforcement & Behavioral modelling in a sequential manner through Role Plays</p>
Evaluative Exercise	<p>Mr. Purandar Sengupta explained the concept, process and beneficial significance of "Situation Driven Role Enactment" as a Participatory Learning Method.</p> <p>Then he encouraged the participants to analyze and evaluate the importance of the Method.</p>

Most of the participants affirmed that this method is instrumental in fostering **Critical thinking, Creative thinking, Effective Communication** and **Empathy** among the learners

Joint activity executed by two facilitators Mr. Purandar Sengupta & Prof. (Dr.) Shaunak Roy



The Facilitators divided the participants into different groups based on their subject based specialization

After that the facilitators motivated the Higher education Teachers of each group to design a course based on Blended Learning Model specifying the activities of both Asynchronous Phase & Synchronous Phase

The Facilitators encouraged the Higher Education teachers of each group to get involved in **Participatory Planning** while designing the course curriculum.

The Higher Education Teachers planned jointly and collectively designed the curriculum within the allotted time-frame.

Thus, the **Participatory Planning** driven exercise proved to be outcome-oriented

Activities executed by Prof. (Dr.) Shaunak Roy

<p>Virtual Quiz using Quizizz</p>	<p>Quizzes are often used by faculty members in the course of their teaching-learning process, either through Google Forms or through Microsoft Forms. Although the exercise can prove to be effective, the ability to customize the design is extremely limited, making it an apparent limitation. The use of several questions often makes the entire activity monotonous and repetitive after a point, even when a scoring mechanism is implemented. Advanced users can modify the design of the tool to allow it to be used for a broader variety of tasks. There are certain issues about security as well. In order to boost the level of security, the user must generate a strong password and keep it protected. Keeping these apparent drawbacks in mind, the use of more attractive gamification techniques, such as Quizizz and Mentimeter were discussed. Keeping the time in mind, a live quiz using Quizizz was demonstrated and witnessed the enthusiastic participation of the participants. The quiz was timed and the participants were required to enter their responses to the quiz on their smartphone. The leaderboard and live results after every question was demonstrated on the projected big screen. Upon inquiry, participants noted that as an ICT tool, they found the platform far more engaging than Google Forms. The winner of the quiz was congratulated and the top five participants were also acknowledged.</p>
<p>Virtual Escape Room using Google Forms</p>	<p>The quiz was followed by a brief discussion on virtual escape rooms using Google Forms. Virtual escape rooms are online activities that have traditionally been used on platforms such as Zoom and others. During these competitions, teams must solve riddles and finish puzzles in a set period of time in order to "escape the room." The goal of these events is to promote collaboration, teamwork, and team building among participants. An "Escape from the Mafia" escape room, created using</p>

	<p>Google Forms was created and shared with the participants, who were required to escape the “rooms” and share a certain code with the facilitators upon successful “escape” or completion. The escape room comprised several puzzles across several levels of the game. Several participants were acknowledged for successfully completing the activity within the stipulated time. Upon the completion of the game by a significant number of participants, the tricks and tactics used to create the suspense factor and maintain the difficulty level were discussed, in terms of settings and changes on the Google Forms platform. The participants agreed that Virtual Escape Rooms, if used in discretion, would often serve as a much more engaging tool as opposed to a typical quiz.</p>
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RESULT CHAIN OF THE DIFFERENT ACTIVITIES

ACTIVITIES	OUTPUT	EXPECTED OUTCOME
<p>“Success Story” covering Design Thinking, Problem Solving & Goal Achievement</p>	<ul style="list-style-type: none"> ✧ The Higher Education Teachers have achieved conceptual clarity on Design thinking ✧ The Higher Education Teachers have got equipped with the skill of writing Cases 7 success stories ✧ The Higher education Teachers have successfully crafted Success Stories encompassing Design Thinking, Problem Solving & Goal Achievement 	<ul style="list-style-type: none"> ✧ It is expected that the Higher Education Teachers will be able to frame Success Stories ✧ It is expected that the higher Education Teachers will be able to narrate the Success Stories with eloquence and articulatory. ✧ It is expected that the higher Education Teachers will be able to motivate their students to apply Design-Thinking Methodology for solving problems and achieving goals
<p>Appreciative Inquiry</p>	<p>The Higher Education teachers have achieved conceptual clarity on the subtleties and intricacies of Appreciative Inquiry</p>	<p>It is expected that the Higher Education Teachers will be able to probe through Appreciative Inquiry and facilitate the learners to identify and unleash the competencies which are with us</p>
<p>Positive Reinforcement</p>	<p>The Higher Education Teachers have perceived the rationale behind Positive Reinforcement and the beneficial significance of Positive Reinforcement</p>	<p>The Higher Education Teachers will be able to apply Positive Reinforcement for motivating their learners to adopting productive behavior on a sustainable basis.</p>
<p>Probing</p>	<p>The higher education teachers have comprehended the mechanism of probing and facilitating the learners to identify the cognitive rationale behind every thought and every action.</p>	<p>It is expected that the Higher Education Teachers will be to foster Metacognitive Competency within their students by strategic Probing.</p>
<p>Quality Circle</p>	<p>The Higher Education Teachers have construed the significance of Quality Circle as an intervention for facilitating exchange of thoughts, adding value to concepts, conceptual diversification and conceptual integration through intensive collaboration</p>	<p>It is expected that the higher Education Teachers will be able to foster collaborative learning and creativity among their students, by engineering Quality Circle in a judicious manner.</p>

Fish Bowl Exercise	The Higher Education Teachers have comprehended the utility of Fish Bowl Exercise in collaborative analysis and collaborative evaluation of the performance of each other	It is expected that the Higher education Teachers will be able to implement Fish Bowl Exercise for inspiring their learners in Collaborative learning, Collaborative Planning and Collaborative Evaluation.
Human Process Laboratory	The Higher Education Teachers have perceived the significance of Human Process Laboratory in building up solidarity among the team -members. and discovering the rational, emotive and behavioral competency of each other.	<ul style="list-style-type: none"> ✧ It is expected that the Higher education Teachers will engineer Human Process Laboratory for facilitating their learners in effective communication, relationship building, empathetic understanding of the problems of each other and identification of the cognitive -emotive and behavioral competencies of each other. ✧ It deserves mention that all of the above-mentioned outcome-components are essential pre-requisites for Collaborative learning
Situation Driven Role Enactment	The Higher Education Teachers have realized that Situation Driven Role Enactment is an instrumental intervention for executing situational analysis and alleviating situational problems	The Higher education Teachers are expected to deploy “Situation Driven Role Enactment” for building up analytical competency, creative acumen and problem-solving skill among their students.

DEMONSTRATIONBASED ROLE PLAYS BY THE HIGHER EDUCATION TEACHERS (facilitated by Mr. Purandar Sengupta)

A. Prof. Debjani Pathak and Prof. Subhadeep Mukherjee collectively illustrated Scaffolding and Positive Reinforcement.

Prof. Debjani Pathak played the role of a senior Educator and Prof. Subhadeep Mukherjee played the role of a novice student. With the intent of incorporating a new skill into the novice student, the Educator at first demonstrated the skill properly. Then she asked the student to carry out the skill under her active guidance. Whenever the novice student viz. Prof. Subhadeep Mukherjee performed well, the Educator viz. Prof. Debjani Pathak provided him Reinforcing Stimulus (in the form of Appreciation and Award). As a consequence of Scaffolding & Positive Reinforcement it was found that the frequency of desired performance by the novice student is getting enhanced

B. Ms. Shatarupa Burman and Prof. Mosharaf Hossain Mondal demonstrated two interventions viz. Appreciative Inquiry and Probing Induced Metacognition

- a. Appreciative Inquiry: Shatarupa Burman played the role of an Educator and Mosharaf Mondal played the role of a student. Mosharaf is ignorant of his competencies. Shatarupa encouraged Mosharaf to highlight some his previous performances in the social or occupational matrix for which he got appreciated by others.

Mosharaf specified that he organized a Community Based Livelihood Development Program for underprivileged rural women of the community. Eventually Shatarupa Burman analyzed her performance and specified that psychosocial competencies like Decision Making, Effective Communication, Interpersonal Relationship Development and Empathy are very much prevalent within Mosharaf

- b. Probing Induced Metacognition: As an Educator Shatarupa Burman encouraged her student Mosharaf to express a view on economic development in a certain specific geographical location. Mosharaf expressed his view. Shatarupa Burman asked Mosharaf to identify the cognitive rationale that has shaped his view. In this way she continually probed and encouraged Mosharaf to trace out the cognitive rationale behind every thought and tried to promote the METACOGNITIVE COMPETENCY of Mosharaf

C. Mr. Santanu Patra and Mr. Subrata Naskar demonstrated Paraphrasing

Roles enacted:

Santanu Patra – Teacher
Subrata Naskar- Student

As a teacher Mr. Santanu Patra asked the student Mr. Subrata Naskar to express his view. After Subrata narrated his view, Santanu repeated the same view but with different words and technical jargons in a more organized way. This instilled confidence within Subrata because Santanu is repeating and ratifying Subrata’s concept in his own diction.

REFLECTIONS BY THE HIGHER EDUCATION TEACHERS

NAME	REFLECTIONS
Prof. Prabir Dey	He affirmed that considering the huge rural populace of the country, the Corporate-Organizations are placing emphasis upon Rural Marketing. It is becoming their agenda to convert the rural people into customers of the branded FMCG products. Hence, they are strategically leveraging CSR funds for Livelihood Generation Program of the rural people and enhancing their purchasing power. In this situation, the students of Management discipline should be assigned with projects on Rural Development. Through Project Based Learning the students of Management discipline will get acquainted with the subtleties and intricacies of rural economy especially the Micro-Entrepreneurial Ecosystem in the rural areas. Eventually the students of Management Discipline will be competent enough to develop strategies for strengthening rural economy, enhancing the purchasing power of the rural populace and turning them into customers of the branded products of corporate organizations.
Prof. Debjani Pathak	She opined that with the passage of time, the Higher Education Teachers will have to emerge as Learning-Facilitators and Psychological Mentors. As Facilitators, the Higher Education Teachers will have to ensure psychological engagement of the students with the learning process and empower them to adopt result -oriented learning strategies

Ms. Shatarupa Burman	According to her opinion, Collaborative Learning should be fostered and advocated in the arena of higher education. Different models of collaborative learning should be designed and implemented for promoting social interaction, inducing peer to peer learning, integration of concepts, permeation of knowledge etc. She drew the reference of the theory of Social Constructivism by Lev Vygotsky and highlighted this theory as the foundation of all collaborative learning models.
Prof. Subhadeep Mukherjee	Design thinking is an effective methodology for empathizing with the problems of the learners, ensuring deeper understanding of the problems and generation of effective strategies for alleviating the problems.
Prof. Alamgir	He stated that Paraphrasing is a highly effective tool for instilling confidence of the learners and establishing a psychic intimacy /camaraderie with them.
Prof. Mosharaf Mondal	He stated that the nine steps of instructions by Robert Gagne is perfectly sequenced and structured. However innovative strategies should be inducted at every step for enlightening as well as entertaining the students. He opined that learning methodology should generate entertainment and foster joyful learning for each and every student.
Prof. Keya Chakraborty	She stated that Role Play method is extremely useful for demonstration of psychological issues. She also opined that when a student enacts a role then his psychic structure gets entwined with the psychic structure of the role that is being enacted by the learners.
Mr. Santanu Patra	He took the initiative of explaining the subtle nuances of the “Community of Inquiry” (COI) model developed by Garrison, Anderson & Archer. He inferred that that this model is an amalgamation of Collaborative Learning and Inquiry based Learning Model
Prof. Ashok Atta	He affirmed that while explaining a complex theme, a teacher should give many practical examples which are having conceptual relevance and situational relevance with the main theme. Greater number of examples will enhance the retention of the theme in the cognitive domain of the learners.
Prof. (Dr.) Kajal Dey (Director School of Science of NSOU)	She opined that the Higher Education Teachers should perform like Facilitators and should get connected with the thought process and emotional dynamics of the learners. This will enable the teachers to build up a collaborative learning paradigm characterized by the active engagement of the students with the learning process.
Prof. Bishwajoy Sinha	According to him, the students should be exposed to highly relevant situational problems and eventually they should be encouraged to alleviate the intensity of the micro-level situational problems. This strategy will enhance the competency of socialization and make the students empathetic towards the problem-stricken populace of the society.
Prof. Riya Chakraborty	She affirmed that Appreciative Inquiry may be deemed as instrumental tool for facilitating the learners in identifying their core competence. She also remarked that Appreciative Inquiry can induce self-analysis and promote metacognitive competency within the learners
Prof. Rakesh Sarkar	He stated that right from the point of onset of the learning process, a learner should be made aware of the tangible beneficial outcome of the learning program. Otherwise, the learners will get demotivated He affirmed that the learners should be facilitated to perceive that their meticulous effort will lead to improvement of performance and improved performance will pave the path towards beneficial outcome. According to him if the learners are facilitated to comprehend the aforementioned result-chain, then they will get motivated to

make sincere effort in the learning process for enhancing their performance and eventually to reap beneficial outcome

VALEDICTORY SESSION

In the valedictory ceremony, Prof. (Dr.) Kajal Dey, Director School of Science, NSOU, appreciated the tools and techniques of Facilitation that have been deployed in the Workshop. The Vote of thanks was delivered by Prof. (Dr.) Papiya Upadhyay, Project Associate & Assistant Professor of NSOU, School of Education. The Certificates were distributed to the participants by Prof. (Dr.) Anirban Ghosh.



ANNEXURE-1 (PROGRAM SCHEDULE)



Implementation of Blended Learning in Higher Education Institutions in West Bengal

(Enhancing Capacity of Higher Education Teachers)

Organized by

Netaji Subhas Open University (NSOU)

in collaboration with

Commonwealth Educational Media Centre for Asia (CEMCA)

Date: 25, 26 & 27 March 2022

Venue: NSOU Headquarters, Kolkata

Objectives:

- To improve the knowledge and skills of teachers/academics in higher education to develop and offer Online/Blended Course.
- To enable the staff/faculty members to the process of planning, designing, developing and delivering online courses.
- To adopt appropriate ICT tools and learning platforms as an adjunct to face-to-face teaching and to teach in a full online or distance learning context.
- To find out the prospects and challenges of providing online/blended learning in the context of Higher Education Institutions in West Bengal.

Methodology:

The workshop will be conducted in face-to-face within the mandate of COVID 19 Protocol.

The trainers will take on the following activities during the training:

- Focused Group Discussion
- Role Play
- Story Telling
- Creative & Analytical Exercises
- Problem Solving Games
- Introspection
- Probing & eliciting pent up potential
- Fish Bowl Exercise
- Six Thinking Hats

Learning Inputs:

ICT Tools & Software	Effective Learning Models	Cognitive-Behavioural Interventions
<ul style="list-style-type: none">➤ PADLET➤ POPPLET➤ FREE MIND➤ KIALO EDU➤ MENTIMETER➤ QUIZZIZ	<ul style="list-style-type: none">• Successive Approximation Model• Individualized Instruction Model• Problem Based Learning Model	<ul style="list-style-type: none">➤ Design Thinking➤ Mind Mapping➤ Affinity Diagram➤ Venn Diagram➤ Outcome Mapping➤ Force Field analysis

<ul style="list-style-type: none"> ➤ BOOK CREATOR ➤ VIRTUAL ESCAPE - ROOM 	<ul style="list-style-type: none"> • Discovery Learning Model • Action Learning Model • Collaborative Learning Model • Learning Retention Model • Component Display Model • Elaboration Model • Cognitive Load Reduction • Bloom's Taxonomy & TLO • Generative Learning Model • Backward Design Model 	<ul style="list-style-type: none"> ✚ Identification of Critical Success Factors in Success Story ✚ Case Analysis & Problem Solving ✚ Logical Sequencing ✚ Logical Framework Analysis
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Programme Schedule

DAY 1 (25/3/2022)

Time	Activities/Sessions
10.00AM–10.30AM	Registration
Inaugural Ceremony	
10:30 AM-10:50AM	Welcome Address by Professor Anirban Ghosh, Director, Centre for Internal Quality Assurance, NSOU & Project Director
	Address by Dr. A.B. Aich, Director, Study Centres, NSOU
	Address by CA Kishore Sengupta, Registrar, NSOU
	Presidential Address by Professor Subha Sankar Sarkar, Hon'ble Vice-Chancellor, NSOU
	Vote of Thanks: Dr. Ritu Mathur Mitra, Associate Professor & Head, Dept of History, NSOU
Compre: Dr. Papiya Upadhyay, Assistant Professor, School of Education, NSOU	
10:50AM–11.05AM	Tea Break
11.05AM-11.30AM	An Introduction to Blended Learning by Professor Anirban Ghosh
11.30AM-12.15PM	Session 1: Ice-breakers and Orientation to “Edu-tainment” as a Pedagogical Tool in Blended Learning
12.15PM–1.30PM	Session 2: Effective Learning Models in Higher Education
1.30PM–2.00PM	Lunch
2.00PM–3.30PM	Session 3: Introduction to ICT Tools & its Relevance in Higher Education
3.30PM–3.45PM	Tea Break
3.45PM–5.00PM	Session 4: Activity and Hands-on Sessions

DAY 2 (26/3/2022)

Time	Activities/Sessions
10.30AM-11.30AM	Session 5: Cognitive Behavioural Interventions & its Applications in Higher Education
11.30AM-11.45AM	Tea Break
11.45AM-1.30PM	Session 6: Use of ICT Tools for creating mind-maps; creating quizzes; gamifying the classroom
1.30PM-2.00PM	Lunch
2.00PM-3.30PM	Session 7: Activity Sessions
3.30PM-3.45PM	Tea Break
3.45PM-5.00PM	Session 8: Activity Sessions (Continued); Administering Presentation Topic for Discussion on Final Day (to be prepared by different participant groups)

DAY 3 (27/3/2022)

Time	Activities/Sessions
10.00AM-11.30AM	Session 9: Group Presentations
11.30AM-1.30PM	Session 10: Discussion on Program Output, Q &As & Wrapping Up
1.30PM-2.00PM	Closing Ceremony

Workshop Facilitators/ Mentors:

Mr. Purandar Sengupta, Master Trainer & Mentor

Dr. Shaunak Roy, Faculty of Management, St. Xavier's College (Autonomous)

Project Coordinators

Dr. Ritu Mathur Mitra

Associate Professor

History, NSOU

Dr. Papiya Upadhyay

Assistant Professor,

Education, NSOU

Project Director

Professor Anirban Ghosh

Director, Centre for Internal Quality Assurance

Netaji Subhas Open University

E-mail: workshop.cemca@gmail.com

ANNEXURE-2 (LIST OF PARTICIPANTS)

Registered Participants							
Three-Day Workshop on Enhancing Capacity of Higher Education Teachers (25th-27th March 2022), NSOU Hqtrs							Venue:
Sl No.	Name of the Faculty	Designation	Name of the College/ University	Subject/ Specialization	Contact No.	Whats App No.	E-mail ID
1	Abhijit Barman	Asst. Professor	Panchur College	Bengali	7908926427	9832350109	abhijitbarman85@gmail.com
2	Amitava Khan	Asst. Professor	Sonarpur Mahavidyalaya	Physiology	9051150127	9051150127	amitava84@gmail.com
3	Abdul Basir	Asst. Professor	Kazi Nazrul Islam Mahavidyalaya	History	9734078540	9734078540	a.basir84basir@gmail.com
4	Akbar Ali Shah	SACT-2	Gourav Guin College	History	9733593117	9733593117	
5	Alpana Ray	Asst. Professor	Prasanta Chandra Mahalanobis Mahavidyalaya	Geography	9748635888	9748635888	alpana.ray10@gmail.com
6	Anendu Haldar	Asst. Professor	Nabagram Hiralal Paul College	Physics	8443089877	9477895405	anendu99@gmail.com
7	Anirban Ghosh	Associate Professor	NSOU	Zoology	9830547592	9830547592	anirbanghosh@wbnsou.ac.in
8	Anita Chakraborty	Associate Professor	Chanchal College	Philosophy	9434323775	9434323775	anitachakraborty444@gmail.com
9	Aparna Medda Santra	SACT-I	AKPC College	Commerce (Accounting)	8240658274	9433222315	aparnasatra1978@gmail.com
10	Apurba Kumar Das	Associate Professor	Chanchal College	Commerce	9932687257	9932687257	apurbakrdas1958@gmail.com
11	Arup Paul	Asst. Professor	Centre for Innovative Studies(NBU & TIG)	Education	7001892117	9547592826	94.arup.paul.2014@gmail.com
12	Ashok Kumar Atta	SAT	Bagnan College	Commerce	9474185190	9474185190	aabagnan@gmail.com
13	Asish Kumar Mandal	Coordinator cum Faculty	PIMT-NSOU	Accounting & EDP	9331256934	9331256934	asishkmandal@gmail.com
14	Azizul Biswas	Asst. Professor	Sarojini Naidu College for Women	History	8478070581	8478070581	biswasazizul756@gmail.com
15	Bablu Charan Das	Asst. Professor	Seva Bharati Mahavidyalaya	Philosophy	9593455259	9593455259	babludas1004@gmail.com
16	Basudeb Choudhury	SACT-I	Chandemagore Govt. College	Commerce	8777697741	8777697741	basudebbhavan@gmail.com
17	Bibhas Guha	Associate Professor	NSOU	Zoology	7501349595	9434551535	g.bibhas@gmail.com
18	Binay Barman	Asst. Professor	Saldiha College	History	9475836546	9475836546	binaybarman123@gmail.com
19	Biswajay Singha	SACT	Tamralipta Mahavidyalaya	Political Science	9232695185	9232695185	biswajay1974@gmail.com
20	Biswajit Biswas	SACT-I	Netaji Mahavidyalay	Bengali	8637015318	9749115576	biswajitb89@gmail.com
21	Biswatosh Ghosh	Asst. Professor	Bidhannagar College	Zoology	9433461294	9433461294	biswabios.atgc@gmail.com
22	Chaitanya Majumdar	Asst. Professor	Nabagram Hiralal Paul College	Political Science	8240869728	8293510198	chaitan.majumdar92@gmail.com

Registered Participants

Three-Day Workshop on **Enhancing Capacity of Higher Education Teachers** (25th-27th March 2022), Venue:
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Sl No.	Name of the Faculty	Designation	Name of the College/ University	Subject/ Specialization	Contact No.	Whats App No.	E-mail ID
23	Deba Prasad Sahu	Principal	Seva Bharati Mahavidyalaya		9883059482	9883059482	principal.sbm.dps@gmail.com
24	Debasish Bhowmick	Coordination	PIMT	Information Technology	882027077	882027077	pimtonline@gmail.com
25	Debjani Pathak	Asst. Professor	Sonarpur Mahavidyalaya	Education	9874884667	9874884667	debjanipathak@gmail.com
26	Dibakar Banerjee	Associate Professor	Maharaja Manindra Chandra College	Political Science	9143262795	9231829988	dibakarbanerjee1959@gmail.com
27	Dinabandhu Maity	SACT-I	Vivekananda Mission Mahavidyalaya	Geography	9775508656	9775508656	maitydinabandhu62@gmail.com
28	Dipankar Jana	SACT	Netaji Mahavidyalay	Geography	9735103054	9735103054	dipankarjana333@gmail.com
29	Dishari Sarkar	SACT	Sarojini Naidu College for Women	JMC	7980618756	7980618756	disharisarkar20@gmail.com
30	Goutam Mondal	SACT	Saheed Anurup Chandra Mahavidyalaya	History	9804303560	9804303560	goutammondalgm52@gmail.com
31	Haridas Biswas	Asst. Teacher	Nirwan University, Jaipur	Education	9932697175	9932697175	haridasbiswas9@gmail.com
32	Hasibul Rahaman	Asst. Professor	Haldia Govt. College	Sociology	9476478654	9476478654	hasibulsociology@gmail.com
33	Kajal De	Professor	NSOU	Mathematics	9433151129	9433151129	kdedirectorsc@gmail.com
34	Kaustubh Lahiri	Principal	Dr. Kanailal Bhattacharyya College	Geography	9903389092	8697383305	kaustubhkol@gmail.com
35	Keshab Chandra Khanra	Associate Professor, Coordinator	Dr. Kanailal Bhattacharyya College	Bengali	9830696112	9830696112	kkeshabchandra@gmail.com
36	Keya Chakraborty	SACT-I	Dr. B. R. Ambedkar Satobarshiki Mahavidyalaya	Bengali	8584802686	8584802686	dr.keyachakraborty@gmail.com
37	Kingshuk Banerjee	Asst. Professor	Calcutta University	English	8017996383	7439444962	kingbang062@gmail.com
38	Kuntal Bhattacharya	Research Scholar	RKDF University, Ranchi	Education	8250558484	6297321564	bhat.kuntal2006@gmail.com
39	Kushal De	Asst. Professor	Dhruba Chand Halder College	Commerce (HRM)	9831506070	9831506070	dekushal@yahoo.co.in
40	Lakshmi Kanta Singh	Asst. Professor	Saldia College	Sanskrit	9635537207	9635537207	chiniminishingh@gmail.com
41	Madhurima Mukherjee	SACT	Dum Dum Motijheel College	Education	9674040024	9674040024	madhurimamukherjee1980@gmail.com
42	Manoranjan Goswami	Principal	Chandrakona Vidyasagar Mahavidyalaya	Bengali	9836175292	9434223896	principal@chandrakonavm.ac.in
43	MD. Samsuddin	Special Educator	Samagra Shiksha Mission, Bankura	Special Education	9933146279	9933146279	samsuddinm.mldt@gmail.com
44	Mosharaf Hossain Mondal	Asst. Professor	Siksha Bikash Seba Foundation B.Ed & D.El.Ed College	Geography	9064106383	9064106383	mosharaf1993mondal@gmail.com

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Sl No.	Name of the Faculty	Designation	Name of the College/ University	Subject/ Specialization	Contact No.	Whats App No.	E-mail ID
45	Mrityunjoy Halder	Asst. Professor	G.M. S. M. Mahavidyalaya	History	9007398074	9836327638	hmrityunjoy72@gmail.com
46	Nayan Biswas	Asst. Professor	Nabagram Hiralal Paul College	Mathematics	9883243345	9836631863	prof.nayanbiswas@gmail.com
47	Netai Chandra Mondal	SACT-I	Kabi Kankan Mukundaram Mahavidyalaya	Bengali	7001639547	9474122921	netai.mondal1965@gmail.com
48	Oindrila Duttagupta	Asst. Professor	Vivekananda College for Women	Political Science	9073493085	9073493085	ondgupta@gmail.com
49	Pahari Sankar Das	SACT-II	Joypur Panchanan Roy College	Political Science	9734862570	9734862570	joypurcollege@yahoo.in
50	Pijush Kanti Tripathi	Officer-in- Charge	Haldia Govt. College	Geography	9474347710	9474347710	pijushgeo1970@gmail.com
51	Pintu Sarkar	Associate Professor	Shibpur Dinabandhu Institution (College)	Commerce	8240180893	9477169879	psarkar.edu@gmail.com
52	Prabir Kr. Dey	Director	PIMT-NSOU	Management & Entrepreneurship	9830216056	9830216056	pimt.pkd@gmail.com
53	Priyanka Datta	Asst. Professor	Bidhannagar College	Education	9830663377	9830663377	priyankasunshine.d@gmail.com
54	Rakesh Manna	Scholar and Assistant Teacher	University of Kalyani	Education	7908170154	9153004126	srijanrkm@gmail.com
55	Rina Basu Mukherjee	Associate Professor	Sonarpur Mahavidyalaya	Geography	7980471640	7439889156	rbmukherjee59@gmail.com
56	Riya Chakraborty	Asst. Professor	South Calcutta Girls' College	Bengali	9903368775	9903368775	bmg.sriya4850@gmail.com
57	Rupak Karmakar	SACT-I	Barasat College	Accountancy	9062031812	9062031812	rkarmakar930@gmail.com
58	Samiya Roshni	Asst. Professor	Adamas University	Education	8642073863	8642073863	samiyaroshni11@gmail.com
59	Sangita Dutta	Asst. Professor	Calcutta University	Law	9038838650	9681429639	duttasangita.11@gmail.com
60	Sangita Hajra Balial	SACT	Bagnan College	Zoology	7595874777	7595874777	sangitahajrabalial@gmail.com
61	Sanjay Sarkar	Asst. Professor	Bidhan Chandra College	Education	6290470931	6290470931	sarkar.sanjayedu@gmail.com
62	Santanu Patra	Ph.D Research Scholar	NSOU	Education	9733838234	9733838234	santapriya2010@gmail.com
63	Saranya Chakraborti	SACT-I & Asst. Coordinator NSOU	Sarojini Naidu College for Women	Environmental Science	9674449657	9674449657	chakraborti.saranya@sncwhs.ac.in
64	Sharmistha Goswami	Asst. Professor	Maharaja Manindra Chandra College	History	9830619016	6291587077	sharmisthachatterjee005@gmail.com
65	Shatarupa Burman	Research Scholar	The University of Calcutta	Education	6291361651	9433731977	shatarupaburman@gmail.com
66	Sibsankar Karan	Asst. Professor	Haldia Govt. College	Statistics	9614543876	9614543876	ksibsankar@gmail.com

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Sl No.	Name of the Faculty	Designation	Name of the College/ University	Subject/ Specialization	Contact No.	Whats App No.	E-mail ID
67	Sintu Mondal	SACT	Netaji Mahavidyalaya	Geography	9832205777	9832205777	mailto:sintumondal@gmail.com
68	Sk Alamgir Badsha	Asst. Professor	Sambhu Nath College (Tarakeswar Degree College)	Geography	9932027893	9932027893	sk.alamgir27@gmail.com
69	Sk Fazlul Haque	Principal	Sadhan Chandra Mahavidyalaya	Botany	9734786695	9734786695	principalscm@gmail.com
70	Sk Tibul Hoque	Asst. Professor	AMU Centre Murshidabad	Economics	9647861786	9647861786	lawamu123@gmail.com
71	Sonali Chakraborty	Asst. Professor	Maharaja Manindra Chandra College	Bengali	8240881446		
72	Subhadeep Mukhopadhyay	Asst. Professor	Sadhan Chandra Mahavidyalaya	Sanskrit	9614180792	9614180792	subhadeep245@gmail.com
73	Subhadipa Sengupta	Asst. Professor	Bidhannagar College	Botany	9830494460	9830494460	bansubha@gmail.com
74	Subhas Shit	Asst. Professor	Joypur Panchanan Roy College	History	9732591055	9732591055	subhas069@gmail.com
75	Subrata Naskar	Ph.D Research Scholar	NSOU	Education	7003966174	7003966174	subrata.naskar73@gmail.com
76	Suchita Sen	Asst. Professor	Belda College	Political Science	9434105073	9434105073	suchitasen14@gmail.com
77	Sudeb Bhattacharyya	SACT	Vivekananda Mission Mahavidyalaya	History	8001928191	8001928191	bhattacharyya.s125@gmail.com
78	Sudhansu Barman	SACT-2	Kharagpur College	Pol. Science	9735721059	9735721059	
79	Sudhanshu Sekhar Mandal	Asst. Professor	G.M. S. M. Mahavidyalaya	Bengali	9733632989	8001607572	sudhanshu.mandal65@gmail.com
80	Sujit Naskar	Guest Lecturer	Basanti Devi College	History	9382157843	9635503551	sujit.naskar963@gmail.com
81	Sukanya Bhadra	Associate Professor	Vivekananda College for Women	English	9830794336	9830794336	sukanya.santiniketan@gmail.com
82	Sundar Manna	SACT	Bagnan College	English	9433267371	9433267371	saikatsmanna@gmail.com
83	Suparna Banerjee	Asst. Professor	Calcutta University	Law	6289802327	6289802327	suparna.banerjee777@gmail.com
84	Susanta Maiti	SACT	Tamralipta Mahavidyalaya	English	9732883439	9732883439	maiti.susanta@gmail.com
85	Sushanta Kumar Mahato	Asst. Professor	Joypur Panchanan Roy College	Bengali	9775318680	9775318680	joypurcollege@yahoo.in
86	Susnata Ghosh	Asst. Professor	Sadhan Chandra Mahavidyalaya	Philosophy	9051559592	9051559592	ghoshsusnata@gmail.com
87	Suvankar Dasgupta	SACT	Sonarpur Mahavidyalaya	Sociology	8420597757	8420597757	dasgupta.suvankar@gmail.com
88	Swarup Kumar Das	SACT	Saheed Anurup Chandra Mahavidyalaya	History	9062067884	9062067884	swarupdas789@gmail.com

Registered Participants

Three-Day Workshop on **Enhancing Capacity of Higher Education Teachers** (25th-27th March 2022), Venue:
NSOU Hqtrs

Sl No.	Name of the Faculty	Designation	Name of the College/ University	Subject/ Specialization	Contact No.	Whats App No.	E-mail ID
89	Tanbir Shahnawaz	Asst. Professor	R B C College (W.B.S.U), Naihati	English Literature	9832528899	9832528899	tanbir20ns@gmail.com
90	Tapashree Ghosh	Asst. Professor	Dhruba Chand Halder College	English	9831848248	9831848248	tapashree.ghosh.deb@gmail.com
91	Tarak Medda	SACT	Dr. Kanailal Bhattacharyya College	Political Science	9830880212	9830880212	tarakmedda1973@gmail.com
92	Tuhin Kanti Das	Associate Professor	Belda College	Political Science	9434105072	9434105072	tuhinkdas17@gmail.com



Kolkata, West Bengal, India
DD 26, DD Block, Sector 1, Bidhannagar,
Kolkata, West Bengal 700064, India
Lat 22.589997°
Long 88.410516°
25/03/22 04:00 PM

Kolkata, West Bengal, India
DD 26, DD Block, Sector 1, Bidhannagar,
Kolkata, West Bengal 700064, India
Lat 22.589993°
Long 88.410546°
25/03/22 03:39 PM

Kolkata, West Bengal, India
DD 26, DD Block, Sector 1, Bidhannagar,
Kolkata, West Bengal 700064, India
Lat 22.590001°
Long 88.410567°
27/03/22 11:00 AM

Kolkata, West Bengal, India
DD 26, DD Block, Sector 1, Bidhannagar,
Kolkata, West Bengal 700064, India
Lat 22.59° Long 88.410528°
26/03/22 02:20 PM

WIC CHAIRMAN'S MESSAGE

WIC CHAIRMAN'S MESSAGE